

Third Grade 2022-2023 Instructional Calendar

Quarter 1: Units 1 and 2

Q1: Unit 1 Literary Reading AKS	Q1: Unit 1 Narrative Writing AKS
<p>3LA.A.1: refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>3LA.A.2: recount stories by explaining key details in sequential order; determine central messages, lessons, or themes and explain how they are conveyed through key details</p> <p>3LA.A.3: describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>3LA.A.7: explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>3LA.A.9: read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 2-3 text complexity band independently and proficiently by the end of grade 3</p>	<p>3LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences</p> <p>3LA.D.24.a: establish the setting and introduce a narrator or character; organize an event sequence that unfolds naturally</p> <p>3LA.D.24.b: tell the story in order using temporal words and phrases (e.g., a little later, after that)</p> <p>3LA.D.24.c: provide an ending that includes specific choice of action, dialogue, or feeling that brings the story to a close</p> <p>3LA.D.24.d: use paragraphs and skipped lines to separate parts of the story</p> <p>3LA.D.25: organize writing appropriate to the type of writing</p> <p>3LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>3LA.D.31: expand and elaborate writing appropriate to the type of writing</p> <p>3LA.D.31.c: in narrative writing, write with carefully selected, well thought out details that relate to the importance of the story; use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to the situation</p>

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Q1: Unit 2 Informational Reading AKS	Q1: Unit 2 Informational Writing AKS
<p>3LA.B.10: refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>3LA.B.11: identify the main idea/central message of a text and explain how key ideas support the main idea/central message, referring to the text; provide a brief summary of the text</p> <p>3LA.B.14: use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate and analyze information relevant to a given topic efficiently</p> <p>3LA.B.15: distinguish reader's points of view from points of view of authors and explain what makes these points of view different or similar</p> <p>3LA.B.19: read and comprehend informational texts at the high end of the grades 2-3 text complexity band independently and proficiently by the end of grade 3</p>	<p>3LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>3LA.D.23.a: introduce a topic and group related information together; include illustrations when useful to aiding comprehension</p> <p>3LA.D.23.b: use transition words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information</p> <p>3LA.D.23.c: provide a concluding statement or section</p> <p>3LA.D.23.d: arrange writing into parts with each part focusing on one thing about the topic</p> <p>3LA.D.25: organize writing appropriate to the type of writing</p> <p>3LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>3LA.D.28: conduct short research projects that build knowledge about a topic</p> <p>3LA.D.28.a: include and elaborate on information from outside sources such as quotes, facts, or statistics</p> <p>3LA.D.29: recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p> <p>3LA.D.31: expand and elaborate writing appropriate to the type of writing</p> <p>3LA.D.31.b: in informational writing, include details that support the topic and various subtopics and explain why the details are important (e.g., use prompts such as 'in other words' and 'all of this is important because'); develop the topic with facts, definitions, and details</p>

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Q1: Reading Foundations AKS

- 3LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words
- 3LA.C.20.a: identify and know the meaning of the most common prefixes and suffixes
- 3LA.C.20.b: decode words with common Greek and Latin suffixes
- 3LA.C.20.c: decode multi-syllable words
- 3LA.C.21: read with sufficient accuracy and fluency to support comprehension
- 3LA.C.21.a: read on-level text with purpose and understanding
- 3LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- 3LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary
- 3LA.C.21.d: read grade-appropriate irregularly spelled words

Q1: Language AKS

- 3LA.F.39.a: write legibly in cursive
- 3LA.F.39.b: explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
- 3LA.F.39.c: form and use regular and irregular plural nouns
- 3LA.F.39.f: form and use the simple (e.g., I walked; I walk; I will walk) verb aspect
- 3LA.F.39.k: alphabetize to the third letter
- 3LA.F.40: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 3LA.F.40.a: capitalize appropriate words in titles
- 3LA.F.40.b: use commas in addresses
- 3LA.F.40.e: use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)
- 3LA.F.40.f: use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words
- 3LA.F.41: use knowledge of language and its conventions when writing, speaking, reading, or listening
- 3LA.F.42.b: determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/ preheat)
- 3LA.F.42.c: use a known root as a clue to the meaning of an unknown word with the same root (e.g., company, companion)
- 3LA.F.42.d: use glossaries, dictionaries, and thesauruses, both print and digital, to determine or clarify the precise meanings of key words and phrases

Q1: Speaking and Listening AKS

- 3LA.E.33: engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
- 3LA.E.33.b: follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about

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the topics and texts under discussion)

3LA.E.33.c: ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others

3LA.E.33.d: explain own ideas and understanding in light of the discussion

3LA.E.34: determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

3LA.E.36: report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

3LA.E.38: speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

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Quarter 2: Units 3 and 4

Q2: Unit 3 Literary Reading AKS	Q2: Unit 3 Opinion Writing AKS
<p>3LA.A.1: refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>3LA.A.2: recount stories by explaining key details in sequential order; determine central messages, lessons, or themes and explain how they are conveyed through key details</p> <p>3LA.A.3: describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>3LA.A.4: determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language</p> <p>3LA.A.6: compare and contrast the reader's, narrator's, and/or characters' points of view explaining what makes the points of view different or similar</p> <p>3LA.A.8: compare and contrast central messages, themes, settings, and plots written by the same author about the same or similar characters (e.g., in books from a series), using key details to explain ideas</p> <p>3LA.A.9: read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 2-3 text complexity band independently and proficiently by the end of grade 3</p>	<p>3LA.D.22: write opinion pieces on topics or texts, supporting a point of view with reasons</p> <p>3LA.D.22.a: introduce the topic or text being written about, state an opinion, and create an organizational structure that lists reasons</p> <p>3LA.D.22.b: use transition words and phrases (e.g., because, for example, therefore, since) to connect opinion and reasons</p> <p>3LA.D.22.c: provide a concluding statement or section that refers back to the opinion stated with thoughts and possible action steps desired</p> <p>3LA.D.22.d: organize writing into parts or sections that are mostly about one topic</p> <p>3LA.D.25: organize writing appropriate to the type of writing</p> <p>3LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>3LA.D.30: write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>3LA.D.31.a: in opinion writing, provide an opinion, several reasons and examples; provide support for reasons stated to strengthen the opinion piece drawing upon textual evidence</p> <p>3LA.D.32: produce writing that reflects the author's voice and perspective</p>

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Q2: Unit 4 Informational Reading AKS	Q2: Unit 4 Informational Writing AKS
<p>3LA.B.10: refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>3LA.B.11: identify the main idea/central message of a text and explain how key ideas support the main idea/central message, referring to the text; provide a brief summary of the text</p> <p>3LA.B.12: describe and analyze relationships between a series of historical events, scientific ideas, or steps in technical procedures in a text, using specific language that pertains to time, sequence, and cause/effect</p> <p>3LA.B.13: determine the meanings of general academic and domain-specific words and phrases as used in texts relevant to grade 3 topics or subject areas</p> <p>3LA.B.16: use information presented visually, orally, or quantitatively (e.g., infographics, charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) to expand the overall understanding of the text</p> <p>3LA.B.17: describe how an author uses reasons and evidence to support particular points in a text providing evidence from the text; describe how an author connects reasons and evidence between particular sentences and paragraphs in texts (e.g., comparison, cause/effect, first/second/third) providing evidence from the text</p> <p>3LA.B.18: compare and contrast the most important points and key details presented in two texts on the same topic and provide evidence from texts to support the comparisons</p> <p>3LA.B.19: read and comprehend informational texts at the high end of the grades 2-3 text complexity band independently and proficiently by the end of grade 3</p>	<p>3LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>3LA.D.23.a: introduce a topic and group related information together; include illustrations when useful to aiding comprehension</p> <p>3LA.D.23.b: use transition words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information</p> <p>3LA.D.23.c: provide a concluding statement or section</p> <p>3LA.D.23.d: arrange writing into parts with each part focusing on one thing about the topic</p> <p>3LA.D.25: organize writing appropriate to the type of writing</p> <p>3LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>3LA.D.28: conduct short research projects that build knowledge about a topic</p> <p>3LA.D.28.a: include and elaborate on information from outside sources such as quotes, facts, or statistics</p> <p>3LA.D.29: recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p> <p>3LA.D.30: write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>3LA.D.31.b: in informational writing, include details that support the topic and various subtopics and explain why the details are important (e.g., use prompts such as 'in other words' and 'all of this is important because'); develop the topic with facts, definitions, and details</p> <p>3LA.D.32: produce writing that reflects the author's voice & perspective</p>

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Q2: Reading Foundations AKS

- 3LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words
- 3LA.C.20.a: identify and know the meaning of the most common prefixes and suffixes
- 3LA.C.20.b: decode words with common Greek and Latin suffixes
- 3LA.C.20.c: decode multi-syllable words
- 3LA.C.21: read with sufficient accuracy and fluency to support comprehension
- 3LA.C.21.a: read on-level text with purpose and understanding
- 3LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- 3LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary
- 3LA.C.21.d: read grade-appropriate irregularly spelled words

Q2: Language AKS

- 3LA.F.39.a: write legibly in cursive
- 3LA.F.39.d: use abstract nouns (e.g., childhood)
- 3LA.F.39.e: form and use regular and irregular verbs
- 3LA.F.39.g: ensure subject-verb and pronoun-antecedent agreement
- 3LA.F.39.h: form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified
- 3LA.F.39.i: use coordinating and subordinating conjunctions
- 3LA.F.39.j: produce simple, compound, and complex sentences
- 3LA.F.40.c: use commas and quotation marks in dialogue
- 3LA.F.40.d: form and use possessives, including apostrophes as needed (e.g., his, her, children's)
- 3LA.F.40.e: use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)
- 3LA.F.40.f: use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words
- 3LA.F.40.g: consult reference materials, including dictionaries and thesauruses, as needed to check and correct spellings
- 3LA.F.41.b: recognize and observe differences between the conventions of spoken and written standard English
- 3LA.F.42.a: use sentence-level context as a clue to the meaning of a word or phrase
- 3LA.F.42.d: use glossaries, dictionaries, and thesauruses, both print and digital, to determine or clarify the precise meanings of key words and phrases
- 3LA.F.43: demonstrate understanding of figurative language, word relationships and nuances in word meanings, with guidance and support from adults
- 3LA.F.43.a: distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps)
- 3LA.F.43.b: identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)

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Q2: Speaking and Listening AKS

3LA.E.33: engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly

3LA.E.33.a: come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion

3LA.E.33.b: follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

3LA.E.33.c: ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others

3LA.E.33.d: explain own ideas and understanding in light of the discussion

3LA.E.35: ask and answer questions about information from a speaker, offering appropriate elaboration and detail

3LA.E.36: report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

3LA.E.38: speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

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Quarter 3: Units 5 and 6

Q3: Unit 5 Literary Reading AKS	Q3: Unit 5 Narrative Writing AKS
<p>3LA.A.1: refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>3LA.A.2: recount stories by explaining key details in sequential order; determine central messages, lessons, or themes and explain how they are conveyed through key details</p> <p>3LA.A.3: describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>3LA.A.4: determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language</p> <p>3LA.A.5: refer to detailed parts of a story, drama, or poem using terms such as chapter, scene, and stanza and describe how each successive part builds on earlier sections</p> <p>3LA.A.6: compare and contrast the reader's, narrator's, and/or characters' points of view explaining what makes the points of view different or similar</p> <p>3LA.A.8: compare and contrast central messages, themes, settings, and plots written by the same author about the same or similar characters (e.g., in books from a series), using key details to explain ideas</p> <p>3LA.A.9: read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 2-3 text complexity band independently and proficiently by the end of grade 3</p>	<p>3LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences</p> <p>3LA.D.24.a: establish the setting and introduce a narrator or character; organize an event sequence that unfolds naturally</p> <p>3LA.D.24.b: tell the story in order using temporal words and phrases (e.g., a little later, after that)</p> <p>3LA.D.24.c: provide an ending that includes specific choice of action, dialogue, or feeling that brings the story to a close</p> <p>3LA.D.24.d: use paragraphs and skipped lines to separate parts of the story</p> <p>3LA.D.25: organize writing appropriate to the type of writing</p> <p>3LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>3LA.D.30: write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>3LA.D.31.c: in narrative writing, write with carefully selected, well thought out details that relate to the importance of the story; use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to the situation</p> <p>3LA.D.32: produce writing that reflects the author's voice and perspective</p>

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Q3: Unit 6 Informational Reading AKS	Q3: Unit 6 Opinion Writing AKS
<p>3LA.B.10: refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>3LA.B.11: identify the main idea/central message of a text and explain how key ideas support the main idea/central message, referring to the text; provide a brief summary of the text</p> <p>3LA.B.12: describe and analyze relationships between a series of historical events, scientific ideas, or steps in technical procedures in a text, using specific language that pertains to time, sequence, and cause/effect</p> <p>3LA.B.13: determine the meanings of general academic and domain-specific words and phrases as used in texts relevant to grade 3 topics or subject areas</p> <p>3LA.B.15: distinguish reader's points of view from points of view of authors and explain what makes these points of view different or similar</p> <p>3LA.B.16: use information presented visually, orally, or quantitatively (e.g., infographics, charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) to expand the overall understanding of the text</p> <p>3LA.B.17: describe how an author uses reasons and evidence to support particular points in a text providing evidence from the text; describe how an author connects reasons and evidence between particular sentences and paragraphs in texts (e.g., comparison, cause/effect, first/second/third) providing evidence from the text</p> <p>3LA.B.18: compare and contrast the most important points and key details presented in two texts on the same topic and provide evidence from texts to support the comparisons</p> <p>3LA.B.19: read and comprehend informational texts at the high end of the grades 2-3 text complexity band independently and proficiently by the end of grade 3</p>	<p>3LA.D.22: write opinion pieces on topics or texts, supporting a point of view with reasons</p> <p>3LA.D.22.a: introduce the topic or text being written about, state an opinion, and create an organizational structure that lists reasons</p> <p>3LA.D.22.b: use transition words and phrases (e.g., because, for example, therefore, since) to connect opinion and reasons</p> <p>3LA.D.22.c: provide a concluding statement or section that refers back to the opinion stated with thoughts and possible action steps desired</p> <p>3LA.D.22.d: organize writing into parts or sections that are mostly about one topic</p> <p>3LA.D.25: organize writing appropriate to the type of writing</p> <p>3LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>3LA.D.30: write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>3LA.D.31.b: in informational writing, include details that support the topic and various subtopics and explain why the details are important (e.g., use prompts such as 'in other words' and 'all of this is important because'); develop the topic with facts, definitions, and details</p> <p>3LA.D.32: produce writing that reflects the author's voice and perspective</p>

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Q3: Reading Foundations AKS

3LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words
3LA.C.20.a: identify and know the meaning of the most common prefixes and suffixes
3LA.C.20.b: decode words with common Greek and Latin suffixes
3LA.C.20.c: decode multi-syllable words
3LA.C.21: read with sufficient accuracy and fluency to support comprehension
3LA.C.21.a: read on-level text with purpose and understanding
3LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
3LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary
3LA.C.21.d: read grade-appropriate irregularly spelled words

Q3: Language AKS

3LA.F.39.c: form and use regular and irregular plural nouns
3LA.F.39.j: produce simple, compound, and complex sentences
3LA.F.39.k: alphabetize to the third letter
3LA.F.40: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
3LA.F.41.a: choose words and phrases for effect
3LA.F.41.b: recognize and observe differences between the conventions of spoken and written standard English
3LA.F.42: determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
3LA.F.43: demonstrate understanding of figurative language, word relationships and nuances in word meanings, with guidance and support from adults
3LA.F.43.c: distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)
3LA.F.44: acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them)

Q3: Speaking and Listening AKS

3LA.E.33: engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
3LA.E.34: determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
3LA.E.36: report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

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3LA.E.37: create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details

3LA.E.38: speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Quarter 4: Units 7 and 8

Q4: Unit 7 Literary Reading AKS	Q4: Unit 7 Narrative Writing AKS
<p>3LA.A.1: refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>3LA.A.2: recount stories by explaining key details in sequential order; determine central messages, lessons, or themes and explain how they are conveyed through key details</p> <p>3LA.A.3: describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>3LA.A.4: determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language</p> <p>3LA.A.5: refer to detailed parts of a story, drama, or poem using terms such as chapter, scene, and stanza and describe how each successive part builds on earlier sections</p> <p>3LA.A.6: compare and contrast the reader's, narrator's, and/or characters' points of view explaining what makes the points of view different or similar</p> <p>3LA.A.7: explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>3LA.A.8: compare and contrast central messages, themes, settings, and plots written by the same author about the same or similar characters (e.g., in books from a series), using key details to explain ideas</p> <p>3LA.A.9: read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 2-3 text complexity band independently and proficiently by the end of grade 3</p>	<p>3LA.D.22: write opinion pieces on topics or texts, supporting a point of view with reasons</p> <p>3LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>3LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences</p> <p>3LA.D.25: organize writing appropriate to the type of writing</p> <p>3LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>3LA.D.27: use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills, with some guidance and support from adults</p> <p>3LA.D.29: recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p> <p>3LA.D.28: conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <p>3LA.D.30: write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>3LA.D.31: expand and elaborate writing appropriate to the type of writing</p> <p>3LA.D.32: produce writing that reflects the author's voice and perspective</p>

Third Grade 2022-2023 Instructional Calendar

Q4: Unit 8 Informational Reading AKS	Q4: Unit 8 Informational Writing AKS
<p>3LA.B.10: refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>3LA.B.11: identify the main idea/central message of a text and explain how key ideas support the main idea/central message, referring to the text; provide a brief summary of the text</p> <p>3LA.B.12: describe and analyze relationships between a series of historical events, scientific ideas, or steps in technical procedures in a text, using specific language that pertains to time, sequence, and cause/effect</p> <p>3LA.B.13: determine the meanings of general academic and domain-specific words and phrases as used in texts relevant to grade 3 topics or subject areas</p> <p>3LA.B.14: use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate and analyze information relevant to a given topic efficiently</p> <p>3LA.B.15: distinguish reader's points of view from points of view of authors and explain what makes these points of view different or similar</p> <p>3LA.B.16: use information presented visually, orally, or quantitatively (e.g., infographics, charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) to expand the overall understanding of the text</p> <p>3LA.B.17: describe how an author uses reasons and evidence to support particular points in a text providing evidence from the text; describe how an author connects reasons and evidence between particular sentences and paragraphs in texts (e.g., comparison, cause/effect, first/second/third) providing evidence from the text</p> <p>3LA.B.18: compare and contrast the most important points and key details presented in two texts on the same topic and provide evidence from texts to support the comparisons</p> <p>3LA.B.19: read and comprehend informational texts at the high end of the grades 2-3 text complexity band independently and proficiently by the end of grade 3</p>	<p>3LA.D.22: write opinion pieces on topics or texts, supporting a point of view with reasons</p> <p>3LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>3LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences</p> <p>3LA.D.25: organize writing appropriate to the type of writing</p> <p>3LA.D.26: develop and strengthen writing as needed by planning, drafting, revising, and editing, with guidance and support from peers and adults</p> <p>3LA.D.28: conduct short research projects that build knowledge about a topic</p> <p>3LA.D.29: recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p> <p>3LA.D.30: write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>3LA.D.31: expand and elaborate writing appropriate to the type of writing</p> <p>3LA.D.32: produce writing that reflects the author's voice and perspective</p>

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Q4 Reading Foundations AKS

- 3LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words
- 3LA.C.20.a: identify and know the meaning of the most common prefixes and suffixes
- 3LA.C.20.b: decode words with common Greek and Latin suffixes
- 3LA.C.20.c: decode multi-syllable words
- 3LA.C.21: read with sufficient accuracy and fluency to support comprehension
- 3LA.C.21.a: read on-level text with purpose and understanding
- 3LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- 3LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary
- 3LA.C.21.d: read grade-appropriate irregularly spelled words

Q4: Language AKS

- 3LA.F.39: demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- 3LA.F.40: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 3LA.F.41: use knowledge of language and its conventions when writing, speaking, reading, or listening
- 3LA.F.41.a: choose words and phrases for effect
- 3LA.F.41.b: recognize and observe differences between the conventions of spoken and written standard English
- 3LA.F.42: determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
- 3LA.F.43: demonstrate understanding of figurative language, word relationships and nuances in word meanings, with guidance and support from adults
- 3LA.F.44: acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them)

Q4: Speaking and Listening AKS

- 3LA.E.33: engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
- 3LA.E.34: determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- 3LA.E.36: report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
- 3LA.E.37: create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details

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3LA.E.38: speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification